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ABSTRACT

This survey of 1975 teacher college graduates from North Texas State University was conducted to determine: (1) to what extent teacher education graduates were accomplishing the personal and professional activities for which they were prepared: (2) the effectiveness of various aspects of their teacher education program: (3) the strengths and weaknesses of the teacher education program as perceived by its graduates: and (4) to make suggestions for program improvement based on the results of responses made by the graduates. (JD)

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RESEARCH ON TEACHER EDUCATION:

A STUDY OF THE 1975 TEACHER EDUCATION GRADUATES

OF NORTH TEXAS STATE UNIVERSITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A STUDY OF THE 1975 TEACHER EDUCATION GRADUATES OF NORTH TEXAS STATE UNIVERSITY

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North Texas State University

The problem of this study was to conduct a follow-up of the 1974-1975 graduates of North Texas State University who received certification to teach. Specific purposes were:

1. To determine to what extent North Texas State University teacher education graduates were accomplishing the personal and professional activities for which they were prepared.

2. To determine the effectiveness of various aspects of the teacher education program afforded by the University to its graduates who were currently teaching.

3. To determine the strengths and weaknesses of the North Texas State University teacher education program as perceived by its graduates.

4. To make suggestions for program improvement based on the results of responses made by the graduates.

Data for this study were collected by the use of a questionnaire which was devised, validated, and mailed to the graduates. The questionnaire sought personal, academic, and professional information from the graduates, appraisals

of selected aspects of the teacher education program, and information relative to the graduates' first year of teaching.

A copy of the questionnaire was mailed to each of the 862 teacher education graduates who were granted the Provisional Teaching Certificate. Six hundred thirty-four responses, which represented a 73.5 per cent return, were received. Raw data from the 621 usable instruments were transposed to a coding form. Data was then processed by the North Texas State University computer center.

Background Information

In recent years placement of certified teachers has been of increasing concern, both to those who have been certified as well as the institution that prepared them. In 1966 (10, p. 6) twenty states reported a substantial shortage of applicants to fill teaching positions and another eleven states indicated some shortage of applicants. By 1972 there were no states reporting shortages. However, twenty states did report a shortage of applicants in some areas and excesses in other areas.

A research report by the National Education Association (9, p. 29) noted a favorable trend in that fewer teachers were teaching grades or subjects outside their major field of preparation as compared to previous years, but one teacher in seven still teaches half time outside his major field. Misassignment of teachers had decreased from 31 per cent in 1961

to 23 per cent in 1971, but one teacher in four whose ages are under 30 can still expect to teach at least some of the time out of his major field. Although this situation should continue to improve with the current surplus of well qualified teachers, the beginning teacher should be aware that he can expect to spend a portion of his teaching time in a second teaching field.

Most literature (10, 11) indicates that there is currently an oversupply of teachers and the declining rate of employment for recently certified teachers would seem to substantiate that assertion. But Graybeal (5, p. 200) said that the supply was "smaller than or larger than the number of teachers needed, depending upon the definition of teacher need," and Tractenberg (13) pointed out that even with a surplus of teachers the urban schools were still in need of qualified teachers. Among the reasons for teachers' reluctance to take jobs in the urban schools are overcrowded classes, makeshift classrooms, old, rundown buildings, and the increasing problem of discipline. Some rural areas are also affected by lack of qualified teachers. A 1973 National Education Association Report (11, p. 4) cited sixteen states which reported a low supply of rural area teacher applicants. The outlook for prospective teachers graduated by North Texas State University may be brighter than for the nation as a whole. According to the Placement Service 1973-1974 Annual Report (7, p. 2) the total

number of public school vacancies listed for that school year was 6,800.

Some teaching fields continue to have an oversupply of qualified teachers, while others remain undersupplied (5, p. 204). Those teaching fields with the greatest oversupply are social studies, English-language arts, and foreign language. A low supply of qualified teacher applicants, as reported by 48 states were: special education, 30 states; industrial arts, 28 states; and mathematics, 11 states (5, p. 205).

A 1972 research study conducted by the National Education Association (9, p. 55) disclosed that 75 per cent of the teachers questioned said they would become teachers if they had the choice to make over again. Although a similarly large proportion throughout a ten-year period (1961-1971) would probably teach again, fewer teachers in 1971 than 1961 were certain they would teach. It was found that an overall increase in male teachers, from 31 per cent in 1961 to 34 per cent in 1971, was due to a change at the elementary level where the number of men teachers increased from 12 to 16 per cent (9, p. 62).

Characteristically, studies of teacher education programs reveal student teaching as the most relevant experience in the prospective teacher's professional preparation. Howard Payne College teacher education graduates (6, pp. 254-255) reported student teaching as the strongest feature of the program, but

a majority of the graduates felt additional classroom observation and more practical experiences would be most beneficial. Bryant (3) conducted a study of Texas A and I University teacher education graduates and found that student teaching was the most desired of all professional experiences offered (3, p. 96). Teacher education graduates of Northern Illinois University (1, p. 89) indicated that student teaching was extremely important in developing teaching competencies. Over 82 per cent of the respondents indicated that their student teaching was of great value in their professional preparation.

Combs (4) believed teacher education programs, like teachers themselves, should serve local needs and purposes. He maintained that very few opportunities exist where programs may be totally reconstructed, therefore we must be content with encouraging institutions to "examine assumptions, eliminate local barriers to change, and push forward to new ways of educating teachers" (4, p. 140).

Increasingly, teacher education institutions are expanding field experiences for those who prepare to teach. The Portland Urban Teacher Education Project (8, p. 483), sponsored by Oregon State University, is a program designed to prepare teachers for experiences in the inner-city schools and to bring more minority adults into professional education positions. The project is a twelve month, field based training program which has trained more minority teachers than any other single program in Oregon and most of its graduates are working with inner-city students.

The main objective of a project sponsored by the University of California at Berkeley (12, pp. 233-239) has been to discover and recruit effective, community-oriented people to become teachers for inner-city pupils. The West Dallas and Preston Hollow Projects are attempts by North Texas State University to provide inner-city field experience for its prospective teachers who plan to work with urban and minority students.

A sound program of teacher education is needed in order to prepare teachers for schools of the future. Robert Blume (2, p. 412) said "it would be presumptious for teacher educators in the 1970's, drawing on their experiences on the 40's, 50's and 60's to declare certain teaching skills or knowledge essential for teachers in the 80's and 90's and beyond." In order to determine if the needs of those certified are being met at the present time and to ascertain desirable curriculum revisions, it was necessary to evaluate the current program of teacher education.

The last evaluation of the teacher education program at North Texas State University was conducted in 1960. The present study is the first follow-up study of this scope at North Texas State University. How well these graduates have been prepared to teach and suggestions that they, as practitioners, could make for improvement of the present professional education program should be of interest to the lay public and the institutions of higher education in Texas.

Presentation of Data

The questionnaire used in this study provided data to analyze various factors related to the 1974-1975 graduates of North Texas State University who were certified to teach. The data obtained disclosed general background information on the respondents, factors related to the teaching conditions of those graduates who entered the profession, information relating to the graduates' student teaching experience, the extent to which the graduates felt their professional education prepared them to teach, and the respondents' rating of specific professional courses.

Part I: Background Information

Questionnaires were mailed to 862 individuals who were graduated from North Texas State University during the 1974-1975 academic year and were granted the Provisional Teaching Certificate. The 634 questionnaires returned represented a 73.7 per cent response. Of the 634 responses, thirteen were largely incomplete and were not used. Therefore, 621 questionnaires, representing 72 per cent of those certified were used to provide data for this study. Table I shows the number of graduates certified and the number who are teaching according to their certification level and sex.

TABLE I

GRADUATES WHO ARE TEACHING AND NOT TEACHING ACCORDING TO CERTIFICATION LEVEL AND SEX

Certification Level	Male			Female			Total		
	Certified	Teaching	Per Cent	Certified	Teaching	Per Cent	Certified	Teaching	Per Cent
Elementary	20	16	80.00	185	121	65.41	205	137	66.83
Secondary	132	71	53.79	167	69	41.32	299	140	46.82
All Leval	33	15	45.45	84	45	53.57	117	60	51.28
Total	185	102	55.14	436	235	53.90	621	337	54.27

One hundred eighty-five, or 29.79 per cent, of the respondents were males and 436, or 70.21 per cent, were females. One hundred two, or 55.14 per cent, of the 185 males were teaching and 235, or 53.9 per cent, of the 436 females indicated they were employed in full-time educational work. Only twenty males were certified to teach at the elementary level and sixteen, or 80 per cent, of those were teaching. The largest number of females teaching, 121, or 65.41 per cent, were also found at the elementary level. Of the 621 respondents, 337, or 54.27 per cent, indicated they were employed as full-time teachers. These and other data are summarized in Table I.

Analysis of the data in Table II shows that nine types of degrees were earned by the graduates with the majority, 438, or 70.53 per cent, holding the Bachelor of Science in Education degree. The largest percentage of graduates holding that degree was in elementary with 202, or 98.53 per cent of all elementary graduates in that category. A majority of the secondary and all-level graduates also held that degree, but those categories also held larger numbers of other degrees.

Secondary graduates accounted for forty, or 90.91 per cent, of the Bachelor of Arts degrees and thirty-three, or 86.84 per cent, of the Bachelor of Business Administration degrees. All-level graduates held thirty-three, or 97.06 per cent, of the thirty-four Bachelor of Music degrees and eighteen, or 94.74 per cent, of the nineteen Bachelor of Fine Arts degrees.

TABLE II

TYPE OF DEGREE RECEIVED BY GRADUATES

Type of Degree	Elementary		Secondary		All-Level		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
B.S. in Education	202	98.53	184	61.54	52	44.44	438	70.53
Bachelor of Arts	1	00.49	40	13.38	3	2.56	44	7.09
Bachelor of Business Administration	1	00.49	33	11.04	4	3.42	38	6.12
Bachelor of Music	0	00.00	1	00.33	33	28.21	34	5.47
B.S. in Home Economics	1	00.49	19	06.36	2	1.71	22	3.54
Bachelor of Fine Arts	0	00.00	1	00.33	18	15.39	19	3.06
B.S. in Industrial Arts	0	00.00	16	5.35	0	0.00	16	2.58
B.S. in Health, Recreation and Physical Education	0	00.00	5	1.67	3	2.56	8	1.29
B.S. in Speech Therapy	0	00.00	0	00.00	2	1.71	2	0.32
Total	205	100.00	299	100.00	117	100.00	621	100.00

Table III shows that 420, or 67.63 per cent, of the graduates planned to pursue a lifelong career in education. However, it would appear that females are more firmly committed to the teaching profession than are males. Three hundred twelve, or 71.56 per cent, of the females plan to remain in teaching while 108, or 58.38 per cent, of the males indicated they planned to remain. Twenty-eight, or 4.51 per cent, of the respondents did not answer the question.

TABLE III

GRADUATES PLANNING A LIFELONG CAREER IN EDUCATION

	Male		Female		Total	
Plans	Number	Per Cent	Number	Per Cent	Number	Per Cent
Yes	108	58.38	312	71.56	420	67.63
No	65	35.14	108	24.77	173	27.86
No Response	12	6.48	16	3.67	28	4.51
Total	185	100.00	436	100.00	621	100.00

Graduates Not Teaching

Table IV displays the graduates' reasons for not entering the teaching profession. The primary reason given by 102, or 35.92 per cent, of the 284 non-teaching graduates for not

TABLE IV

GRADUATES' REASONS FOR NOT ENTERING THE TEACHING PROFESSION

Reason	Elementary		Secondary		All Levels		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Could not find teaching job	28	41.18	54	33.96	20	35.09	102	35.92
Did not plan to teach	10	14.71	25	15.73	14	24.56	49	17.25
No response	13	19.12	28	17.61	3	5.26	44	15.49
Continuing education	5	7.35	14	8.81	15	26.31	34	11.97
Found better job	5	7.35	24	15.09	2	3.52	31	10.92
Other	7	10.29	14	8.81	3	5.26	24	8.45
Total	68	100.00	159	100.00	57	100.00	284	100.00

entering the profession was that they could not find a teaching job. Forty-nine, or 17.25 per cent, indicated they did not plan a career in education and thirty-one, or 10.92 per cent, found a better paying job outside the teaching profession. Thirty-four, or 11.97 per cent, of the graduates were continuing their education and sixty-eight, or 23.94 per cent did not teach for various other reasons.

Graduates Who Are Teaching

Reference to the age of graduates now is made in Table V. Two hundred fifty-four, or 75.37 per cent, of the

TABLE V

AGE OF GRADUATES WHO ARE TEACHING

	Elementary		Secondary		All-Levels		Total	
Age	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Under 25	108	78.83	98	70.00	48	80.00	254	75.37
25-35	22	16.06	37	26.43	8	13.33	67	19.88
Over 35	7	5.11	5	3.57	4	6.67	16	04.75
Total	137	100.00	140	100.00	60	100.00	337	100.00

graduates currently teaching are under twenty-five years of age. The age level category with the second largest number of teachers was 25-35, with a total of sixty-seven, or 19.88 per cent. Only sixteen of the respondents who were beginning teachers were over thirty-five years of age.

The data presented in Table VI shows the marital status of graduates who are teaching. Over 50 per cent of the respondents in each certification level were married and the distribution throughout the certification levels was balanced, ranging from a low of 54.29 per cent of secondary graduates to a high of 58.33 per cent of all-level graduates. A total of 188, or 55.79 per cent, of the 337 graduates currently teaching were married.

The means by which graduates obtained their first teaching position is displayed in Table VII. The largest number, 200, or 59.35 per cent, indicated they secured their position by personal application without a lead from other sources. Sixty-nine, or 20.47 per cent, were placed through the North Texas State University Placement Service, and three obtained jobs through a public placement service. Elementary graduates made greatest use of the Placement Service with almost one-fourth of their positions coming from that source. Only 16.43 per cent of the secondary graduates obtained positions through the Placement Office. Fifty-nine, or 17.51 per cent, secured teaching positions with the help of a friend or relative and six found a teaching job by other means.

TABLE VI

MARITAL STATUS OF GRADUATES WHO ARE TEACHING

Marital Status	Elementary		Secondary		All-Level		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Married	77	56.20	76	54.29	35	58.33	188	55.79
Single	60	43.80	64	45.71	25	41.67	149	44.21
Total	137	100.00	140	100.00	60	100.00	337	100.00

TABLE VII

GRADUATES' MEANS OF OBTAINING FIRST TEACHING POSITION

Means	Elementary		Secondary		All-Level		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Personal Application	78	56.93	85	60.71	37	61.67	200	59.35
NTSU Teacher Placement	34	24.82	23	16.43	12	20.00	69	20.47
Friend or Relative	22	16.06	28	20.00	9	15.00	59	17.51
Public Placement Service	2	1.46	0	00.00	1	1.67	3	00.89
Other	1	0.73	4	2.86	1	1.67	6	1.78
Total	137	100.00	140	100.00	60	100.00	337	100.00

Table VIII displays data concerning all secondary graduates and all-level graduates teaching secondary or multiple levels, plus all-level graduates who are not teaching. Of these 382 graduates, 166, or 43.46 per cent, are teaching and 216, or 56.54 per cent, are not teaching. Teaching fields in which the greatest number of graduates found employment were mathematics with eight of nine respondents being employed, distributive education where five or six graduates secured

TABLE VIII

TEACHING FIELDS OF SECONDARY AND ALL-LEVEL GRADUATES

Teaching Fields	Teaching		Not Teaching		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Art	8	40.00	12	60.00	20	5.24
Business Education	7	35.00	13	65.00	20	5.24
Distributive Education	5	83.33	1	16.67	6	1.57
English language arts	19	52.78	17	47.22	36	9.42
Foreign language	1	20.00	4	80.00	5	1.31
Home economics	14	31.11	31	68.89	45	11.78
Industrial arts	17	43.59	22	56.41	39	10.21
Mathematics	8	88.89	1	11.11	9	2.35
Music	7	22.58	24	77.42	31	8.12
Physical and health education	23	65.71	12	34.29	35	9.16
Natural and physical science	13	72.22	5	27.78	18	4.71
Social studies	21	36.21	37	63.79	58	15.18
Speech and drama	6	37.50	10	62.50	16	4.19
Speech therapy	10	37.04	17	62.96	27	7.07
Guidance associate	1	9.09	10	90.91	11	2.88
Teaching out of field	6	100.00	0	00.00	6	1.57
Total	166	43.46	216	56.54	382	100.00

teaching positions, natural and physical science where thirteen of eighteen graduates indicated they were teaching, physical and health education with twenty-three of thirty-five respondents teaching, and English language arts where nineteen of thirty-six graduates reported employment as teachers.

Graduates from all other teaching fields reported less than 50 per cent employment as teachers. Seventeen, or 43.59 per cent of the industrial arts graduates were employed as teachers, eight, or 40 per cent, of the art majors and six, or 37.5 per cent, of the speech and drama graduates reported they had teaching jobs. Ten of seventeen, or 37.04 per cent, of the speech therapists were employed in full time educational work.

The five teaching fields representing the lowest employment rate were social studies with twenty-one of fifty-eight, or 36.21 per cent, business education with seven of thirteen, or 35 per cent, of the graduates finding teaching jobs, home economics where fourteen of forty-five, or 31.11 per cent, were employed, music with seven of thirty-one, or 22.58 per cent, and foreign language where one of five graduates found employment as teachers. Graduates with guidance associate endorsements were least successful, where only one of eleven found a job in education.

The grade level at which graduates are teaching and the type community in which they are teaching is presented in Table IX. One hundred twenty-two, or 36.20 per cent of the

TABLE IX

GRADE LEVEL AT WHICH GRADUATES ARE TEACHING AND TYPE COMMUNITY IN WHICH THEY TEACH

Grade Level Teaching	Urban		Suburban		Rural		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Elementary	57	37.01	74	48.05	23	14.94	154	100.00
Middle School	17	35.42	24	50.00	7	14.58	48	100.00
Junior High School	18	33.33	20	37.04	16	29.63	54	100.00
High School	29	40.84	22	30.99	20	28.17	71	100.00
All Levels	1	10.00	2	20.00	7	70.00	10	100.00
Total	122	36.20	142	42.14	73	21.66	337	100.00

337 teaching graduates are employed in urban areas, 142, or 42.14 per cent, are teaching in suburban areas, and seventy-three, or 21.66 per cent, are teaching in rural communities.

The greatest number of elementary teachers, seventy-four, or 48.05 per cent, are located in urban communities. Most middle school teachers, twenty-four, or 50 per cent, and junior high school teachers, twenty, or 37.04 per cent, found jobs in suburban areas. Twenty-nine, or 40.84 per cent, of the high school teachers were employed in urban areas and seven, or 70 per cent, of the all-level graduates who were teaching multiple levels found teaching positions in rural communities.

Part II: Factors Related to Teaching Conditions

Educational Factors

Table X discloses that 318, or 94.36 per cent, of the graduates who became employed as teachers remained in the state. Further, 74.21 per cent of those who remained in Texas to teach secured positions within a fifty mile radius of North Texas State University. Sixty-three teachers, thirty-five elementary and twenty-eight secondary, were employed by the Dallas Independent School District. The second largest number, thirty-three, were employed by Fort Worth public schools and 102 other graduates were employed by school districts within the Dallas-Fort Worth metropolitan area.

Fourteen graduates were employed as teachers by other states and five are teaching in other countries. The states

TABLE X

GEOGRAPHIC LOCATION OF GRADUATES WHO ARE TEACHING

Location	Elementary		Secondary		All-Level		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Teaching in Texas	129	94.16	132	94.29	57	95.00	318	94.36
Teaching in other states	7	5.11	7	5.00	0	00.00	14	4.16
Teaching in other countries	1	00.73	1	0.71	3	5.00	5	1.48
Total	137	100.00	140	100.00	60	100.00	337	100.00

of Alabama, Nebraska, and New Mexico each employed two graduates as teachers. Arizona, California, Illinois, Maryland, New Hampshire, North Dakota, Ohio, and Oklahoma each employed one graduate. Three of the graduates are teaching in Australia, one is teaching in India and one in the West Indies.

Four graduates indicated they were teaching in another state because they were unable to find a teaching position in Texas. Five graduates returned to their home state to teach, one is teaching in another state because of her husband's job, and five relocated outside the state for other personal reasons. The five respondents who elected to teach outside the United States indicated they did so for adventure, travel, and financial considerations.

Graduates were asked to indicate whether they were teaching in a private or public school and this data are presented in Table XI. Only twenty-nine, or 8.61 per cent, of the graduates were teaching in private schools while 308, or 91.39 per cent, were employed by public schools.

The category with the largest number of graduates teaching in private schools was elementary with seventeen, or 12.41 per cent. Eight, or 5.71 per cent, of the secondary graduates and four, or 6.67 per cent, of the all-level graduates were teaching in private schools.

Table XII shows the teaching assignments of secondary and all-level graduates who are teaching. One hundred three,

TABLE XI

TYPE SCHOOL IN WHICH GRADUATES ARE TEACHING

Type School	Elementary		Secondary		All Level		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Private	17	12.41	8	5.71	4	6.67	29	8.61
Public	120	87.59	132	94.29	56	93.33	308	91.39
Total	137	100.00	140	100.00	60	100.00	337	100.00

TABLE XII

TEACHING ASSIGNMENTS OF SECONDARY AND ALL-LEVEL GRADUATES

Teaching Assignment	Number	Per Cent
Teaching in major field only	109	65.66
Teaching in major and minor field	25	15.06
Teaching in minor field only	11	6.63
Teaching in major field and a field where not certified	9	5.42
Teaching in minor field and a field where not certified	2	1.20
Teaching in field other than major or minor	10	6.03
Total	166	100.00

or 65.66 per cent, of the graduates were teaching in their major field of study only. Twenty-five, or 15.06 per cent, were teaching in their major and minor fields of study, eleven, or 6.63 per cent, were teaching in their minor field only, and nine, or 5.42 per cent, were teaching in their major field and a field in which they were not certified. Two, or 1.2 per cent, of the graduates were teaching in their minor field of study and a field in which they were not certified, and ten, or 6.03 per cent, were teaching in a field or fields other than their major or minor.

Teacher Salary

Graduates annual teaching salaries are displayed in Table XIII. Seven, or 2.08 per cent, of those teaching reported a salary in excess of $10,500 and thirty-eight, or 11.28 per cent, indicated their salary was less than $8,000. The mode interval, 89 or 26.41 per cent of those teaching, was $8,801-9,100 and the median salary was $8,869. Elementary teachers' salaries ranged below that of secondary and all-level graduates. More elementary teachers, twenty-two, reported their salary to be less than $8000 than did secondary and all-level teachers combined. No elementary teacher reported a salary in excess of $10,500, while four secondary and three all-level teachers indicated their salary was over $10,500.

Fifty-five, or 16.32 per cent, of the 337 graduates who were teaching reported that they were supplementing their teaching salary with part-time jobs. Thirteen, or 9.49 per cent of the elementary teachers, thirty-one, or 22.14 per cent, of the secondary teachers, and eleven, or 16.32 per cent, of the all-level teachers were involved in various types of part-time work. Thirteen teachers were working as tutors, twelve were engaged in general labor, and ten were employed as sales clerks. Five teachers supplemented their salary by coaching, five were employed as school bus drivers, and four were recreation supervisors. Three graduates worked as part-time secretaries, one was in the military reserve, one was a radio announcer, and one worked part-time as a model.

TABLE XIII

GRADUATES' ANNUAL TEACHING SALARY

Salary	Elementary		Secondary		All-Levels		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Less than $8,000	22	16.06	10	7.14	6	10.00	38	11.28
$8,000-8,200	17	12.41	18	12.86	6	10.00	41	12.17
$8,200-8,500	13	9.49	14	10.00	6	10.00	33	09.79
$8,501-8,800	17	12.41	17	12.14	6	10.00	40	11.87
$8,801-9,100	43	31.39	33	23.57	13	21.67	89	26.41
$9,101-9,500	23	16.79	19	13.57	12	20.00	54	16.02
$9,501-10,000	0	00.00	14	10.00	0	00.00	14	04.15
$10,001-10,500	2	1.46	11	7.86	8	13.33	21	06.73
Over 10,500	0	0.00	4	2.86	3	5.00	7	02.08
Total	137	100.00	140	100.00	60	100.00	337	100.00

Graduates were asked to indicate whether or not they were generally pleased with seven selected factors concerning teaching. Table XIV shows the teachers' responses to each of the factors according to certification level. Overall, those graduates who were teaching responded very positively to the factors, with an average of 281, or 83.47 per cent, replying affirmatively to each question. Of the seven factors, teachers were most satisfied with their job performance, where 305, or 90.5 per cent, indicated satisfaction. Elementary teachers considered job performance to be their most satisfying experience, secondary teachers felt that relations with the community was most satisfying, while all-level teachers considered relations with the community and administration to be equally satisfying.

All teaching levels agreed on the two least satisfying factors; salary and location. Although a majority, 229, or 67.95 per cent, of those teaching indicated satisfaction with their salary, it was considered to be the least satisfying of the seven factors listed. Of the three certification levels, elementary teachers indicated greatest satisfaction with salaries although their median salary was found to be lowest of the three categories. Overall satisfaction in descending order of preference was job performance, relations with the administration, relations with the community, living conditions, working conditions, location, and salary.

TABLE XIV

TEACHERS' SATISFACTION WITH CERTAIN FACTORS RELATED TO THEIR OCCUPATION

Factors	Level	Yes		No	
		Number	Per Cent	Number	Per Cent
Job Performance	Elem	127	92.70	10	7.30
	Sec	126	90.00	14	10.00
	A.L.	52	86.67	8	13.33
	Total	305	90.50	32	9.50
Relations with the Administration	Elem	124	90.51	13	9.49
	Sec	120	85.71	20	14.29
	A.L.	56	93.33	4	6.67
	Total	300	89.02	37	10.98
Relations with the Community	Elem	115	83.94	22	16.06
	Sec	127	90.71	13	9.29
	A.L.	56	93.33	4	6.67
	Total	298	88.43	39	11.57
Living Conditions	Elem	126	91.97	11	8.03
	Sec	118	84.29	22	15.71
	A.L.	52	86.67	8	13.33
	Total	296	87.83	41	12.17
Working Conditions	Elem	117	85.40	20	14.60
	Sec	112	80.00	28	20.00
	A.L.	46	76.67	14	23.33
	Total	275	81.60	62	18.40
Location	Elem	111	80.02	27	18.98
	Sec	111	79.29	29	20.71
	A.L.	45	75.00	15	25.00
	Total	266	78.93	71	21.07
Salary	Elem	98	71.53	39	28.47
	Sec	89	63.57	51	36.43
	A.L.	42	70.00	18	30.00
	Total	229	67.95	108	32.05

Part III: Professional Preparation

Graduates were asked to respond to various factors relating to the effectiveness of the teacher education program. This section consists of fifteen questions that deal largely with the respondents' satisfaction with and appraisal of their professional preparation. Four open-ended questions were included that concern weaknesses and strengths of the program, courses of greatest value, and outstanding professional needs of the graduates.

Teacher Satisfaction

Data concerning the graduates' satisfaction with their subject matter preparation are shown in Table XV. Sixty-six, or 19.59 per cent, of all teachers were extremely satisfied with their subject matter preparation and approximately the same number, sixty-eight, or 20.18 per cent, were moderately dissatisfied. Over half, 186, or 55.19 per cent, of the graduates were moderately satisfied with their subject matter preparation while only seventeen, or 5.04 per cent, were extremely dissatisfied.

Elementary graduates were generally less satisfied with subject matter preparation than were secondary or all-level graduates. Only 10.95 per cent of the elementary graduates were extremely satisfied compared to 23.57 per cent for secondary and 30 per cent for all-level graduates. A greater per cent of the elementary graduates were also moderately

TABLE XV

GRADUATES' SATISFACTION WITH SUBJECT MATTER PREPARATION

Satisfaction	Elementary		Secondary		All-Level		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Extremely satisfied	15	10.95	33	23.57	18	30.00	66	19.59
Moderately satisfied	80	58.39	76	54.29	30	50.00	186	55.19
Moderately dissatisfied	33	24.09	26	18.57	9	15.00	68	20.18
Extremely dissatisfied	9	6.57	5	3.57	3	5.00	17	5.04
Total	137	100.00	140	100.00	60	100.00	337	100.00

satisfied, moderately dissatisfied, and extremely dissatisfied than were secondary or all-level graduates.

Table XVI displays the graduates' satisfaction with their professional education program. Graduates indicated a slightly less overall satisfaction with professional education courses than with subject matter courses. Forty-one, or 12.17 per cent, were extremely satisfied, 163, or 48.37 per cent, were moderately satisfied, 104, or 30.86 per cent, were moderately dissatisfied, and twenty-nine, or 8.6 per cent, were extremely dissatisfied with their professional preparation.

Elementary graduates were generally more satisfied than were secondary or all-level graduates. More elementary graduates were either extremely or moderately satisfied than were the other two categories, and fewer were either moderately or extremely dissatisfied than were secondary or all-level graduates.

Graduates were asked to compare their teacher education professors' classroom performance with that of other university professors, and those data are shown in Table XVII. Overall, the graduates gave identical ratings to both groups. One hundred ninety-three, or 57.28 per cent, said they considered the university professors and the teacher education professors about the same in classroom performance, while seventy-two, or 21.36 per cent, felt their teacher education professor superior and the same number felt their other university professors were superior.

TABLE XVI

GRADUATES' SATISFACTION WITH THE PROFESSIONAL EDUCATION PROGRAM

Satisfaction	Elementary		Secondary		All-Level		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Extremely Satisfied	18	13.14	16	11.43	7	11.67	41	12.17
Moderately Satisfied	76	55.47	56	40.00	31	51.67	163	48.37
Moderately Dissatisfied	37	27.01	50	37.71	17	28.33	104	30.86
Extremely Dissatisfied	6	4.38	18	12.86	5	8.33	29	8.60
Total	137	100.00	140	100.00	60	100.00	337	100.00

TABLE XVII

TEACHER EDUCATION PROFESSORS' CLASSROOM PERFORMANCE

Performance	Elementary		Secondary		All-Level		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Superior	38	27.74	24	17.14	10	16.67	72	21.36
About the Same	80	58.39	82	58.57	31	51.66	193	57.28
Generally Poorer	19	13.87	34	24.29	19	31.67	72	21.36
Total	137	100.00	140	100.00	60	100.00	337	100.00

Thirty-eight, or 27.74 per cent of the elementary graduates considered their teacher education professors superior and nineteen, or 13.87 per cent, considered their other university professors to be superior. More secondary and all-level graduates considered their other university professors to be superior in classroom performance. Twenty-four secondary graduates favored their teacher education professor while thirty-four felt their university professor was superior. Ten all-level graduates considered their teacher education professors superior and nineteen indicated their other university professors were stronger in classroom performance. Of the three categories, all-level graduates rated teacher education professors generally poorer while elementary graduates awarded superior ratings to the teacher education professors.

The graduates' comparison of knowledge of subject matter between teacher education and other university professors is shown in Table XVIII. Overall, teacher education professors were rated slightly higher than other university professors. Sixty-three, or 18.69 per cent, rated teacher education professors superior, 224, or 66.47 per cent, rated both groups about the same, and fifty, or 14.18 per cent rated teacher education professors generally poorer.

As in the rating of classroom performance, more elementary graduates awarded superior ratings to teacher education professors and a greater number of secondary and all-level graduates awarded superior ratings to other university

TABLE XVIII

TEACHER EDUCATION PROFESSORS' KNOWLEDGE OF SUBJECT MATTER

Knowledge	Elementary		Secondary		All-Level		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Superior	36	26.28	19	13.57	8	13.33	63	18.69
About the Same	89	64.96	95	67.86	40	66.67	224	66.47
Generally Poorer	12	8.76	26	18.57	12	20.00	50	14.84
Total	137	100.00	140	100.00	60	100.00	337	100.00

professors. Thirty-six, or 26.28 per cent, of the elementary graduates considered teacher education professors superior, eighty-nine, or 64.96 per cent, felt they were about the same as other university professors, and twelve, or 8.76 per cent, considered them generally poorer. Both secondary and all-level graduates rated teacher education professors slightly poorer in knowledge of subject matter than other university professors.

Appraisal of Professional Courses

Part of each North Texas State University student's preparation as an educator are required and elective professional courses needed to meet state certification and endorsement standards. The five areas in which students may seek certification or endorsement are Guidance Associate, Special Education, Elementary, Secondary, and All-level.

Graduates were asked to indicate on a four point rating scale the extent to which the required and elective courses prepared them to perform as teachers. The rating scale used was 1--very adequately prepared, 2--adequately prepared, 3--prepared to some degree, and 4--inadequately prepared. A fifth possible choice was added to the rating scale to indicate courses not taken.

The data for each area of endorsement or certification were tabulated, showing the number of frequencies and per cent for each subject. Weighted means were computed for each item

and a mean rating of 2.5 or less was established as suggestive of adequate value assigned to any item.

The data presented in Table XIX show how the graduates who received a Guidance Associate endorsement rated the value of each course. The highest mean rating, 1.59, was given to EDSS 453--Group Guidance and Leadership. This was followed closely by EDSS 454--Interpersonal Relations for Guidance Workers and EDSS 456--Guidance Practicum, with mean ratings of 1.73 and 1.78 respectively. EDSS 351--Principles of Guidance was next highest, followed by EDSS 354--Developmental Behavior Process, EDSS 352--Vocational Guidance, and EDSS 353--Individual Appraisal and Group Testing. EDSS 455--Pre-Practicum received the poorest rating, 2.43, which still ranked within the adequate value criteria.

Ratings for each required and elective course for graduates holding a Special Education Teaching Field are shown in Table XX. Special Education is a relatively new area of professional preparation at North Texas State University and very few of the 1974-1975 graduates participated in the program. However, the eight graduates who responded to the Special Education area gave excellent ratings to all courses. The highest mean rating, 1.17, was given to EDSP 336B--Characteristics: Central Processing Deficits. Only one of the fourteen courses offered, EDSP 346B--Educational Materials for Learning Disabilities, was awarded a mean rating in excess of 2.00 and that rating was only 2.11.

TABLE XIX

GUIDANCE ASSOCIATE GRADUATES' APPRAISAL OF THE EXTENT TO WHICH PROFESSIONAL EDUCATION COURSES PREPARED THEM AS EDUCATORS

Professional Courses	Very Adequately Prepared		Adequately Prepared		Prepared to Some Degree		Inadequately Prepared		Mean
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
EDSS 351--Principles of Guidance	6	30.00	8	40.00	6	30.00	0	0.00	2.00
EDSS 352--Vocational Guidance	5	29.42	6	35.29	6	35.29	0	0.00	2.06
EDSS 353--Individual Appraisal and Group Testing	4	21.05	9	47.37	6	31.58	0	0.00	2.11
EDSS 354--Developmental Behavior Process	5	25.00	9	45.00	6	30.00	0	0.00	2.05
EDSS 453--Group Guidance and Leadership	5	29.41	7	41.18	5	29.41	0	0.00	1.59
EDSS 454--Interpersonal Relations for Guidance Workers	7	46.67	3	20.00	4	26.67	1	6.66	1.73
EDSS 455--Pre-Practicum	3	21.43	6	42.86	1	7.14	4	28.57	2.43
EDSS 456--Guidance Practicum	7	46.67	4	26.67	3	20.00	1	6.66	1.87

TABLE XX

GRADUATES APPRAISAL OF THE EXTENT TO WHICH SPECIAL EDUCATION COURSES PREPARED THEM TO PERFORM AS A TEACHER

Professional Courses	Very Adequately Prepared		Adequately Prepared		Prepared to Some Degree		Inadequately Prepared		Mean
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
EDSP 326A--Learning Disorders: Internal Correlates	3	33.33	5	55.56	1	11.11	0	0.00	1.78
EDSP 326B--Learning Disorders: External Correlates	3	33.33	5	55.56	0	0.00	1	11.11	1.87
EDSP 336A--Characteristics: Sensory Deficits	5	62.50	2	25.00	0	0.00	1	13.50	1.63
EDSP 336B--Characteristics: Central Processing Deficits	5	83.33	1	1.67	0	0.00	0	0.00	1.17
EDSP 336C--Characteristics: Motor Deficits	4	66.67	2	33.33	0	0.00	0	0.00	1.33
EDSP 336D--Characteristics: Maladaptive Behavior	4	57.14	2	28.57	1	14.29	0	0.00	1.57
EDSP 346A--Educational Models for Learning Disabilities	3	33.33	5	55.56	0	0.00	1	11.11	1.89

TABLE XX--Continued

Professional Courses	Very Adequately Prepared		Adequately Prepared		Prepared to Some Degree		Inadequately Prepared		Mean
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
EDSP 346B--Educational Materials for Learning Disabilities	2	22.22	5	55.56	1	11.11	1	11.11	2.11
EDSP 426A--Information Processing: Sensory Deficits	3	33.33	6	66.67	0	0.00	0	0.00	1.67
EDSP 426B--Information Processing: Central Processing Deficits	3	37.50	5	62.50	0	0.00	0	0.00	1.63
EDSP 426C--Information Processing: Motor Deficits	4	57.14	2	28.57	1	14.29	0	0.00	1.57
EDSP 426D--Information Processing: Maladaptive Behavior	4	66.67	2	33.33	0	0.00	0	0.00	1.33
EDSP 436--Implementation Strategies: Practicum	6	75.00	2	25.00	0	0.00	0	0.00	1.25
EDSP 446--Evaluation of Instruction	5	55.56	3	33.33	0	0.00	1	11.11	1.67

Table XXI displays the ratings given each course by those respondents who received Elementary or All-level certification. The course receiving the highest mean rating for this category was EDEE 410-411E--Student Teaching, with a rating of 1.82. Of the 267 respondents who rated this course, 128, or 47.94 per cent indicated they were very adequately prepared, seventy-three, or 27.34 per cent, said they were adequately prepared, fifty-three, or 19.85 per cent, indicated preparation to some degree, and thirteen, or 4.87 per cent, were inadequately prepared.

The only other course to receive a rating of less than 2.00 was EDEC 449--Childhood and Kindergarten Curriculum with a rating of 1.99. This course was followed closely by EDEC 336--Early Childhood and Kindergarten Education, and EDEE 337--Laboratory Experience each with a 2.01 rating. EDEE 405E--Seminar for Student Teachers was rated fifth with a 2.10, followed by EDEE 334--Arithmetic in the Elementary School with a 2.12, EDEE 433--Science for Children with 2.14, EDSP 326A--Learning Disorders: Internal Correlates at 2:55, EDSP 326B--Learning Disorders: External Correlates at 2.33, and EDEC 448--Development and Learning with a 2.42 rating.

Four courses were rated above the adequate value rating. EDEE 332--The Elementary Curriculum received the poorest rating with a mean of 2.90. Of the 280 graduates who rated this course, twenty-eight, or 10 per cent, indicated very adequate preparation, sixty-six, or 23.57 per cent, were adequately

TABLE XXI

GRADUATES' APPRAISAL OF THE EXTENT TO WHICH ELEMENTARY PROFESSIONAL EDUCATION COURSES PREPARED THEM TO PERFORM AS A TEACHER

Professional Courses	Very Adequately Prepared		Adequately Prepared		Prepared to Some Degree		Inadequately Prepared		Mean
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
EDEE 316--Reading and the Language Arts	29	15.42	61	32.45	62	32.99	36	19.14	2.56
EDEE 331--Child Growth and Development	36	12.77	86	30.50	84	29.78	76	26.95	2.71
EDEE 332--The Elementary Curriculum	28	10.00	66	23.57	93	33.22	93	33.22	2.90
EDEE 334--Arithmetic in the Elementary School	64	32.99	64	32.99	45	23.19	21	10.83	2.12
EDEE 337--Laboratory Experience	67	35.08	67	35.08	45	23.56	12	6.28	2.01
EDEE 405E--Seminar for Student Teachers	71	32.13	81	36.65	46	20.81	23	10.41	2.10
EDEE 410-411--Student Teaching	128	47.94	73	27.34	53	19.85	13	4.87	1.82

TABLE XXI--Continued

Professional Courses	Very Adequately Prepared		Adequately Prepared		Prepared to Some Degree		Inadequately Prepared		Mean
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
EDEE 433--Science for Children	60	32.09	64	34.22	39	20.86	24	12.83	2.14
EDEE 434--Social Studies in the Elementary School	28	14.81	66	34.92	63	33.33	32	16.94	2.52
EDEC 336--Early Childhood and Kindergarten Education	48	39.34	35	28.69	28	22.95	11	9.02	2.01
EDEC 448--Development and Learning	23	20.35	40	35.40	29	25.66	21	18.59	2.42
EDEC 449--Childhood and Kindergarten Curriculum	43	41.75	25	24.27	28	27.18	7	6.80	1.99
EDSP 326A--Learning Disorders: I/C	5	25.00	7	35.00	6	30.00	2	10.00	2.25
EDSP 326-B--Learning Disorders: E/C	5	27.78	5	27.78	5	27.78	3	16.66	2.33

prepared, ninety-three were prepared to some degree, and the same number indicated they were inadequately prepared by the course. Other courses with means above the adequate value rating were EDEE 331--Child Growth and Development, EDEE 316--Reading and the Language Arts, and EDEE 434--Social Studies in the Elementary School.

Of the thirteen professional courses offered secondary students, five are required and eight are elective. The data presented in Table XXII show how secondary and all level graduates rated the value of each course. The highest mean rating, 1.75, was shared by two courses, EDSE 410-411H--Student Teaching and EDIP 344--Utilization of Audio-Visual Aids. Of the 344 respondents who rated student teaching, 175, or 50.87 per cent, indicated they were very adequately prepared, ninety-eight, or 28.49 per cent indicated adequate preparation, fifty-three, or 15.4 per cent, were prepared to some degree, and eighteen, or 5.23 per cent, felt they were inadequately prepared. Fifty-nine respondents rated utilization of audio-visual aids, and twenty-nine, or 49.15 per cent indicated very adequate preparation. Seventeen, or 28.81 per cent, were well prepared, twelve, or 20.34 per cent, were prepared to some degree, and one indicated inadequate preparation.

The only other course receiving a mean rating of less than 2.00 was EDSE 406--Developmental and Remedial Reading with a 1.82. Thirty-seven, or 50 per cent, of the respondents

TABLE XXII

GRADUATES' APPRAISAL OF THE EXTENT TO WHICH SECONDARY PROFESSIONAL EDUCATION COURSES PREPARED THEM TO PERFORM AS A TEACHER

Professional Courses	Very Adequately Prepared		Adequately Prepared		Prepared to Some Degree		Inadequately Prepared		Mean
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
EDSE 343--The American Secondary School	19	6.31	76	25.25	110	36.55	96	31.89	2.94
EDSE 345--The Adolescent in School and Society	44	11.80	121	32.44	126	33.78	82	21.98	2.66
EDSE 349--The Nature and Condition of Learning	50	17.18	94	32.30	100	34.37	47	16.15	2.49
EDSE 405H--Secondary School Curriculum and Methods	82	24.62	114	34.23	84	25.23	53	15.92	2.32
EDSE 410-411H--Student Teaching	175	50.87	98	28.49	53	15.40	18	5.23	1.75
EDSE 406--Developmental and Remedial Reading	37	50.00	19	25.68	12	16.22	6	8.10	1.82

TABLE XXII--Continued

Professional Courses	Very Adequately Prepared		Adequately Prepared		Prepared to Some Degree		Inadequately Prepared		Mean
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
EDSE 407--Teaching the Culturally Different	22	36.67	8	13.33	16	26.67	14	23.33	2.36
EDSE 408--The Social Nature of Man	9	22.50	13	32.50	10	25.00	8	20.00	2.43
EDIP 344--Utilization of Audio-Visual Aids	29	49.15	17	28.81	12	20.34	1	1.70	1.75
EDIP 465--The Philosophy of Teaching	10	27.03	8	21.62	12	32.43	7	18.92	2.43
EDIP 468--Educational Testing and Evaluation	5	14.29	15	42.86	14	40.00	1	2.85	2.31
EDSS 446--Organization and Principles of Guidance	1	7.14	4	28.57	3	21.43	6	42.86	3.00
EDSP 467--Psychology of Exceptional Children	5	13.89	18	50.00	8	22.22	5	13.89	2.36

indicated very adequate preparation, nineteen, or 25.68 per cent indicated adequate preparation, twelve, or 16.22 per cent said they were prepared to some degree, and six, or 8.1 per cent felt they were inadequately prepared by the course.

Seven other courses, all with acceptable mean ratings are grouped rather closely, ranging from 2.31 to 2.49. EDSE 345--The Adolescent in School and Society was slightly over the acceptable mean level with a 2.66 rating and EDSE 343--The American Secondary School was rated at 2.94. EDSS 446--Organization and Principles of Guidance received a mean rating of 3.00 by nineteen respondents, which was the lowest rating awarded secondary courses.

Courses of Greatest Value

Graduates were asked to list the single course in their professional education preparation that had been of greatest value thus far in their career. Table XXIII presents data concerning those courses listed. One hundred fifty-five of the 621 respondents made no response. One hundred thirty-seven, or 22.06 per cent, of the secondary or all level graduates indicated student teaching to be the course of greatest value thus far. Dichotomized another way, 235, or 50.43 per cent of the 466 graduates who responded to the question indicated student teaching to be of great value.

The third most named course was EDSE 405H--School Curriculum and Methods, followed by EDEE 405E--Seminar for Student

TABLE XXIII

COURSES CONSIDERED BY GRADUATES TO HAVE BEEN OF GREATEST VALUE TO THEIR CAREER

Courses	Number	Per Cent
No response	155	24.96
EDSE 410-411H Student Teaching	137	22.06
EDEE 410-411E Student Teaching	98	15.78
EDSE 405H Secondary School Curriculum and Methods	46	7.41
EDEE 405E Seminar for Student Teachers	33	5.32
EDSE 349 The Nature and Condition of Learning	28	4.51
None	21	3.38
EDSE 345 The Adolescent in School and Society	20	3.22
EDSE 406 Developmental and Remedial Reading	18	2.90
EDIP 344 Utilization of Audio-Visual Aids	14	2.26
EDSE 407 Teaching the Culturally Different	10	1.61
EDEE 331 Child Growth and Development	10	1.61
EDEE 316 Reading and the Language Arts	7	1.13
EDEE 334 Arithmetic in the Elementary School	7	1.13
EDIP 468 Educational Testing and Evaluation	3	.48
EDIP 465 The Philosophy of Teaching	2	.32
EDSP 467 Psychology of Exceptional Children	2	.32
EDEE 332 The Elementary Curriculum	2	.32
EDEE 434 Social Studies in the Elementary School	1	.16
EDSE 343 The American Secondary School	1	.16
EDSE 408 The Social Nature of Man	1	.16
EDSP 426 Information Processing	1	.16
EDEC 336 Early Childhood and Kindergarten Education	1	.16
EDSS 455 Pre Practicum	1	.16
EDSS 456 Guidance Practicum	1	.16
EDEC 449 Childhood and Kindergarten Curriculum	1	.16
	621	100.00

Teachers. EDSE 349--The Nature and Condition of Learning rated fifth, EDSE 345--The Adolescent in School and Society was sixth, and EDSE 406--Developmental and Remedial Reading was seventh. EDIP 344--Utilization of Audio-Visual Aids was named by fourteen graduates as being most important, EDSE 407--Teaching the Culturally Different was named by ten graduates as was EDEE 331--Child Growth and Development. Other courses and their frequencies may be seen in Table XXIII.

Problem Areas

The responses of graduates when asked to check no more than five problem areas encountered during their first year of teaching are shown in Table XXIV. A total of 1030 responses were given with the largest being 142, or 42.14 per cent of the graduates checking the area of handling of classroom management and control. Next most frequently reported was in the area of providing for individual differences among students given by 124, or 36.8 per cent, of the respondents. Following in frequency of times mentioned was planning and preparing effective lessons and units recorded by 108, or 32.05 per cent, of the graduates. The fourth problem area receiving greatest concern was keeping of records and reports given 107 times, or by 31.75 per cent, of the graduates. Evaluating student progress was checked by 104, or 30.86 per cent, of the respondents.

Other problem areas checked in descending order of frequency included stimulating interest among students, use of

TABLE XXIV

PROBLEM AREAS OF GRADUATES DURING THEIR FIRST YEAR OF TEACHING*

Problem Areas	N = 122 Urban		N = 142 Suburban		N = 73 Rural		N = 337 Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Keeping of records and reports	45	36.89	39	27.46	23	31.51	107	31.75
Becoming accepted by the more experienced teachers	9	7.38	13	8.45	8	9.59	30	8.90
Evaluating student progress	34	27.05	52	41.80	18	24.66	104	30.86
Adjusting to the role of a teacher	25	20.49	26	18.31	18	24.66	69	20.47
Supervising extra curricular activities	7	5.74	3	2.11	10	13.70	20	5.93
Inadequate knowledge of subject matter to teach	20	16.39	25	17.61	14	19.18	59	17.51
Handling of classroom management and control	48	39.34	59	41.55	35	47.95	142	42.14
Planning and preparing effective lessons and units	31	25.41	47	33.10	30	41.10	108	32.05

50

TABLE XXIV--Continued

Problem Areas	Urban		Suburban		Rural		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Presenting well planned lessons	15	12.30	16	11.27	12	16.44	43	12.76
Planning with students	9	7.38	12	8.45	8	10.96	29	8.61
Stimulating interest among students	35	28.69	36	25.35	18	24.66	89	26.41
Providing for individual differences among students	42	34.43	55	38.73	27	36.99	124	36.80
Use of instructional media and resources	25	20.49	26	18.31	19	26.03	70	20.77
Lack of understanding of culturally different students	18	14.75	8	5.63	10	13.70	36	10.68
Total	363	36.20	417	42.14	250	21.66	1030	100.00

*Arranged in order as appeared on Questionnaire.

instructional media and resources, adjusting to the role of a teacher, inadequate knowledge of subject matter to teach, presenting well planned lessons, lack of understanding of culturally different students, becoming accepted by the more experienced teachers, planning with students, and supervising extra curricular activities.

The five major problems listed by urban teachers in descending order of frequency included handling of classroom management and control, keeping of records and reports, providing for individual differences among students, stimulating interest among students, and evaluating student progress.

The five major problems as listed by suburban teachers were handling of classroom management and control, providing for individual differences among students, evaluating student progress, planning and preparing effective lessons and units, and keeping of records and reports.

The five major problem areas of rural teachers were handling of classroom management and control, planning and preparing effective lessons and units, providing for individual differences among students, keeping of records and reports, and use of instructional media and resources.

Satisfaction with Teaching

As shown in Table XXV, 189, or 56.08 per cent, of the graduates who had taught were extremely satisfied with teaching as a chosen profession, while 118, or 35.02 per cent, were moderately satisfied. Twenty-nine, or 8.61 per cent, expressed some dissatisfaction and only one was completely dissatisfied with teaching.

The elementary graduates showed the largest percentage of both extremely and moderately satisfied with 143, or 92.86 per cent. Forty-nine, or 90.74 per cent, of the junior high school teachers were either extremely or moderately satisfied as were nine, or 90 per cent, of the all-level graduates teaching multiple levels. Sixty-four, or 90.14 per cent, of the high school teachers and forty-two, or 87.5 per cent, of the middle school teachers were either extremely or moderately satisfied.

Weakest and Strongest Features

The graduates were asked to list the weakest or least desirable and strongest or most desirable features of the teacher education program at North Texas State University. Table XXVI presents a compilation of the weakest or least desirable features given by the respondents. Listed most frequently were various courses taken by 166, or 26.73 per cent of the graduates. Lack of real life situations was given by seventy-one, or 11.43 per cent, of the graduates and boring

TABLE XXV

GRADUATES' SATISFACTION WITH TEACHING AS A PROFESSION

Satis-faction	Elementary		Middle School		Junior High		High School		All Level		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Extremely satisfied	99	64.29	25	52.08	21	38.89	37	52.11	7	70.00	189	56.08
Moderately satisfied	44	28.57	17	35.42	28	51.85	27	38.03	2	20.00	118	35.02
Somewhat dissatis-fied	11	7.14	6	12.50	5	9.26	6	8.45	1	10.00	29	8.61
Completely Dissatis-fied	0	0.00	0	0.00	0	0.00	1	1.41	0	0.00	1	0.29
Total	154	100.00	48	100.00	54	100.00	71	100.00	10	100.00	337	100.00

TABLE XXVI

GRADUATES' OPINION OF THE WEAKEST OR LEAST DESIRABLE FEATURE OF THE TEACHER EDUCATION PROGRAM

Weakest or Least Desirable Feature	Number	Per Cent
Various courses	166	26.73
Lack of real life situations	71	11.43
Boring education courses	34	5.48
Student teaching time too short	31	4.99
Inadequate preparation for teaching	30	4.83
Classroom instruction	28	4.51
No weaknesses	27	4.35
Student teaching	21	3.38
Too much theory	20	3.22
Outdated courses	19	3.06
Too much busy work	14	2.25
Repetition among courses	12	1.93
Student teaching seminars	8	1.29
No response	140	22.55
Total	621	100.00

education courses were listed by thirty-four, or 5.48 per cent, of the respondents. Three undesirable features were ranked very close together and all fell within the four per cent range. They were student teaching time too short, inadequate

preparation for teaching, and poor classroom instruction by faculty members. Other undesirable features ranked in descending order are student teaching, too much theory, outdated courses, too much busy work, repetition among courses, and student teaching seminar. Twenty-seven, or 4.35 per cent of the respondents said they knew of no weaknesses and 140, or 22.55 per cent, did not answer the question.

By far the strongest or most outstanding feature as shown in Table XXVII was student teaching experiences mentioned by 291, or 46.86 per cent, of the graduates. The second most often mentioned feature was various other courses

TABLE XXVII

GRADUATES' OPINION OF THE STRONGEST OR MOST DESIRABLE FEATURE OF THE TEACHER EDUCATION PROGRAM

Strongest or Most Desirable Feature	Number	Per Cent
Student teaching experience	291	46.86
Various courses	65	10.47
Outstanding teaching faculty	58	9.34
Observations	20	3.22
Overall preparation for teaching	11	1.77
West Dallas Project	9	1.45
Student-faculty relationship	7	1.12
Placement Service	5	.81
Other	21	3.38
No response	134	21.58
Total	621	100.00

with sixty-five, or 10.47 per cent, followed closely by outstanding teaching faculty with fifty-eight, or 9.34 per cent. Other features mentioned were observations, overall preparation of students for teaching, the West Dallas Teacher Education Project, student-faculty relationship, and the Placement Service. One hundred thirty-four, or 21.58 per cent, of the graduates made no response to the question.

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